

Community Health Assessment Training Resources

**Supported by the
CDC Assessment Initiative Cooperative Agreement
U82/CCU222348-05**

**Developed by the New York Assessment Initiative
September 2008**

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Assessment Process

- 1. Planning to conduct a community health assessment**
- 2. Identifying and securing resources**
- 3. Engaging partners**
- 4. Collecting and Analyzing Data**
- 5. Presenting Data**
- 6. Setting Health Priorities**
- 7. Clarifying the Issue, Setting Goals and Objectives**
- 8. Choosing the strategy/interventions**
- 9. Developing the Community Health Assessment Document**
- 10. Evaluating, managing performance, quality improvement**
- 11. Sustaining the process**

1. Planning to conduct a community health assessment

[Assessing Oral Health Needs: Seven-Step Process](#)

Created in 2003 to make needs assessment simpler and more manageable from a dental health perspective, this serves as a step-by-step guide that can be adapted to meet specific community resources and objectives.

Association of State and Territorial Dental Directors

http://www.astdd.org/index.php?template=seven_steps.html

[Assessment Toolkit: AssessNow](#)

This toolkit provides public health staff with information, tools, and resources to improve the practice of community health assessment. Offered through the Washington State Department of Health, this resource was supported by a cooperative agreement with the Centers for Disease Control and Prevention (CDC) Assessment Initiative.

<http://www.assessnow.info/resources>.

[Community Health Assessment 2009 Guidebook](#)

This resource document provides county health departments and community organizations with guidelines for determining health status of residents, establishing priorities for improving health, developing effective interventions, and evaluating the impact of public health programs and policies.

The North Carolina Office of Health and Human Services

<http://www.healthycarolinians.org/assess.htm>

[Community Based Needs Assessment: Assisting Communities in Building a Stronger EMS System](#)

This 100-page guide has blank worksheets that lead the user through the steps in assessing a rural communities EMS capabilities. This could be used in any small suburban area as well. Information on engaging stakeholders and educating the public about EMS is presented. Has guide to assessing biodefense readiness.

Department of Health and Human Services, Health Services and Resources Administration

<http://ruralhealth.hrsa.gov/pub/REMSTTAC/CommunityBasedNeeds.asp>

Community Health Assessment Clearinghouse

Provides community health practitioners with a 10-step methodology on conducting community health assessments that was adapted from the Healthy People 2010 Toolkit in 2003. In addition, has links to data, and training resources. Supported by a cooperative agreement with the Centers for Disease Control and Prevention (CDC) Assessment Initiative.

New York State Department of Health

<http://www.nyhealth.gov/statistics/chac/10steps.htm>

The Community Tool Box: Assessing the Community Needs

Community Tool Box contains information about how to assess community needs and resources (e.g. conducting listening sessions, analyzing problems), how to get issues on the public agenda (e.g., gaining public support), and how to choose broad strategies to promote community health and development (e.g., building coalitions).

University of Kansas.

http://ctb.ku.edu/tools/en/chapter_1003.htm

Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum

Through seven units, you will explore the practice of Community Based Participatory Research as an approach for improving health. It was developed in 2006 by The Examining Community-Institutional Partnerships for Prevention Research Group, comprised of nine partners with funding from the Prevention Research Center Program Office at the Centers for Disease Control and Prevention (CDC) through a cooperative agreement with the Association of Schools of Public Health.

<http://www.cbprcurriculum.info/>

Evidence-Based Public Health for Local Practice

Outline and materials related to a two-day in-person training course developed and offered in conjunction with the New York State Department of Health. It is designed to assist local public health practitioners to employ evidence-based decision making in their practice. The curriculum was adapted from a course developed by the St. Louis University Prevention Resource Center and supported, in part, by the Centers for Disease Control and Prevention (CDC) Assessment Initiative and Prevention Research Center program.

Prevention Research Center, University at Albany School of Public Health,

<http://www.albany.edu/sph/prc/ebph.htm>

A Gateway to Health Impact Assessment: Guides

This website has a comprehensive listing of guides and of training related to Health Impact Assessments. An impact assessment, as defined in the glossary, is the “prediction or estimation of the consequences of a current or proposed action.”

West Midlands Public Health Observatory

<http://www.apho.org.uk/default.aspx?RID=44539>

A Handbook for Participatory Community Assessments

This is a description of experiences from Alameda County: This 142-page book written in 2004 describes the steps and tools used in the participatory community assessments conducted by Alameda County Public Health Department, South Hayward Neighborhood Collaborative, and Livermore Neighborhood Coalition.

http://www.acphd.org/user/data/DataRep_ListbyCat.asp?DataRepdivId=2&DataRepdivId=36

Hazard Risk Assessment Instrument

The 89 page guide in pdf format has worksheets on risk scoring for public infrastructure during a disaster or bioterrorism event. Worksheets for number of hospital beds, pharmacy capability, amongst others and scores to determine the need for each service given the event.

UCLA Center for Public Health and Disasters

<http://www.cphd.ucla.edu/resources.html>

Health Impact Assessment in Practice

Published in 2008, this 2.5 hour free online course by the National Health Services in Scotland, UK presents examples of approaches for conducting a Health Impact Assessment (HIA) and increasing participants' confidence in using HIA in practice.

<http://elearning.healthscotland.com/course/view.php?id=5>

Healthy People in Healthy Communities – A Community Planning Guide Using Healthy People 2010

A guide for building community coalitions, creating a vision, measuring results, and creating partnerships dedicated to improving the health of a community. Includes "Strategies for Success" to help in starting community activities.

<http://www.healthypeople.gov/Publications/HealthyCommunities2001/default.htm>

Improvement Methods

Has tools and description of methods based on the Model for Improvement. This includes change concepts, measures, resources, improvement stories, and downloadable tools.

Institute for Healthcare Improvement. Online 63-minute audio presentation on **An Introduction to the Model for Improvement**, an On Demand presentation also at <http://www.ihl.org/IHI/Programs/AudioAndWebPrograms/OnDemandPresentationMFI.htm>. It focuses on three key questions: (1) What are we trying to accomplish? (2) How will we know that a change is an improvement? (3) What change can we make that will result in improvement? Teaches how to use the Plan-Do-Study-Act (PDSA) cycle to conduct rapid tests of change on a small scale, learn from these tests, and then apply that learning to the next cycle of testing. Finally, the sequence for improvement will be described and the steps to move from testing to implementing to spreading will be addressed. The presentation will also help participants set up a series of exercises to test their team's knowledge and skills related to the Model for Improvement and PDSA cycles.

<http://www.ihl.org/IHI/Topics/Improvement/ImprovementMethods/>

Innovation Network

Provides program planning and evaluation consulting, workshop-based training and online tools to nonprofits and funders. It includes: (1) Organizational Assessment Tool: a self-assessment survey and reporting tool that provides nonprofit leaders and stakeholders with a snapshot of organizational strengths and areas for improvement; (2) Logic Model Builder: a step by step guide for articulating and connecting organizational or program goals, resources, activities, outputs, and outcomes; and (3) Evaluation Plan Builder: transfer key data from the Logic Model Builder and moves from goal-setting to identification of evaluation questions, indicators, and data collection strategies for evaluating program outcomes and implementation. Tools are free, and a one-time registration is required.

http://www.innonet.org/?section_id=64&content_id=185

Intervention Missouri Information for Community Assessment (MICA)

Intervention MICA is an interactive, evidence-based public health intervention planning tool. It provides information, tools and resources for intervention design, implementation and evaluation.

State of Missouri Department of Health and Human Services

[http://www.dhss.mo.gov/InterventionMICA/index\(iframe\).html](http://www.dhss.mo.gov/InterventionMICA/index(iframe).html)

Mobilizing for Action through Planning and Partnerships (MAPP)

MAPP is a community-wide strategic planning tool for improving community health. It was developed by the National Association of County and City Health Officials (NACCHO) in partnership with CDC. It builds on information learned from the Assessment Protocol for Excellence in Public Health (APEXPH), an internal organizational assessment tool for local health departments. In addition, a DVD with a PowerPoint presentation of the overall MAPP training is available for a fee.

<http://www.naccho.org/topics/infrastructure/MAPP/index.cfm>

Project Toolkits

Has several toolkits such as the Indian Community Health Profile Project that has comprehensive tool used for community assessments for Indian Tribes. Contains blank worksheets, questionnaires and extensive references. Also, has toolkits related to diabetes, cancer, STDs and tobacco.

Northwest Portland Area Indian Health Board (NPAIHB)

http://www.npaihb.org/resources/project_toolkits/pdf

Restoring Balance: Community Owned Wellness

In Native communities, traditional views of health include the concept of balance, an understanding of mind, body, and spirit; and a sense of the well-being of all. Teachings consider the impact of decisions for seven generations into the future. This manual provides a process for use by communities to address wellness, identify their own resources, and use the knowledge and ability of community members to promote change. It provides a wealth of information on engaging the community, setting objectives and

other parts of the assessment process. Blank worksheets are included. Within the document are links to other areas of the document that may be pertinent.

Healthy Native Communities

<http://www.hncp.org/wst/hpdp/restoringbalance/default.aspx>

School Improvement Planning

This resource guides a school team through the key steps in the school improvement process. Clicking on any of the steps will link to an explanation of the key questions that need to be answered and actions that need to be completed for that step, as well as worksheets and exercises to help you accomplish them. An excellent resource for school assessment and community planners, this should prove useful in addressing the health issues that face children today.

Maryland School Department of Education

<http://www.mdk12.org/process/leading/index.html>

Supercourse: An Introduction to Evidence Based Public Health

Features 41 slides with concise notes that provide an introduction to evidence-based public health, and contrast it with Evidence-Based Medicine.

University of Pittsburgh

<http://www.pitt.edu/~super1/lecture/lec18061/index.htm>

Using Data Effectively: Fundamentals for Policy Planners

This program helps participants understand well-being indicators, skills to identify secondary data sources and effectively critique the quality of those data. Other topics such as exploring indicator data for program and policy planning purposes, appropriately interpreting and communicating indicator data to diverse audiences and using data to set priorities and standards for policy and program planning are covered.

It is made available through a grant from CDC Assessment Initiative, NYS Council on Children and Families, NYS DOH and NYS State Office of Children and Families at NYS Council on Children and Families, 52 Washington St., Room 256, Rensselaer, NY 12144

Email: phiginfo@health.state.ny.us.

2. Identifying and securing resources

Community Based Participatory Research: A Skill Building Curriculum, Unit 5

This unit discusses where to find funding and how to apply for grants. Developed in 2006 by the Examining Community-Institutional Partnerships for Prevention Research Group, comprised of nine partners with funding from the Prevention Research Center Program Office at the Centers for Disease Control and Prevention (CDC) through a cooperative agreement with the Association of Schools of Public Health.

<http://www.cbprcurriculum.info/>

The Foundation Center

Help with identifying grants, potential donors, and proposal writing. Has links to online resources for proposal writing and developing budgets.

http://foundationcenter.org/faqs/html/proposal_writing.html

Funding Tips: The Rural Assistance Center

This site will help identify federal, state and foundation funding opportunities, including information on each program's sponsoring organization. Also included is information on the purpose, eligibility, amount of funding, deadline, application procedures, and link to program website.

http://www.raonline.org/funding/funding_tips.php

Grant Writing Tips: Office of Extramural Research, National Institutes of Health

Guides and tip sheets on grant writing are posted by various NIH Institutes

http://grants1.nih.gov/grants/grant_tips.htm

Grants.gov

Managed by the U.S. Department of Health and Human Services, this resource is a centralized, online process to find and apply for over 900 grant programs from 26 federal grant-making agencies. Information on how to navigate the system is easily accessed.

http://www.grants.gov/agencies/grantors_help_resou.jsp#resources

A Guide to Funding Resources

Links to searchable databases offering funding opportunities from government, community organizations, and private resources are contained within this website. Web-links to more than 60 full-text online guides, manuals, and tips to assist grantwriters prepare successful proposals are available.

<http://nal.usda.gov/ric/ricpubs/fundguide.html#internetdirectories>

3. Engaging Communities

Asset-Based Community Development (ABCD) Institute

This institute was established in 1995 by the Community Development Program at Northwestern University's Institute for Policy Research and is based upon three decades of community development research by John Kretzmann and John L. McKnight. The ABCD Institute spreads its findings on capacity-building community development in two ways: (1) through extensive and substantial interactions with community builders; and (2) by producing practical resources and tools for community builders to identify, nurture, and mobilize neighborhood assets. This resource was written by Northwestern University - Institute for Policy Research. The site has numerous resource guides

Northwestern University Institute for Policy Research

(<http://www.sesp.northwestern.edu/abcd/resources/>)

For workbooks (<http://www.sesp.northwestern.edu/abcd/resources/workbooks/>)

Community Engagement: Minnesota Department of Health

The section on Community Engagement, developed primarily for county health departments in Minnesota, is thorough and easy to access. Data given for exercises are from Minnesota but there are links to national data to use in the exercises. A sample survey is available and information for assessing how a community coalition is working once it is formed is also on the website.

Minnesota Department of Health.

<http://www.health.state.mn.us/communityeng/needs/index.html>

Community Tool Box

Community Tool Box contains information about how to assess community needs and resources (e.g. conducting listening sessions, analyzing problems), how to get issues on the public agenda (e.g., gaining public support), and how to choose broad strategies to promote community health and development (e.g., building coalitions). Chapter 2 focuses on understanding and describing the community. Chapter 3 describes how to assess community needs and resources (e.g., conducting listening sessions, analyzing problems), how to get issues on the public agenda (e.g., gaining public support), and how to choose broad strategies to promote community health and development (e.g., building coalitions).

University of Kansas

<http://ctb.ku.edu/tools>

Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum

Through seven units, the practice of Community Based Participatory Research is explored as an approach for improving health. Units 1-4 deal with engaging communities in the research/project. It is easy to complete as a work exercise for public health staff. Each unit has a set of goals for Community-Based Participative Research and a case study with questions to answer. Some units use small breakout groups to answer the questions. Developed in 2006 by The Examining Community-Institutional Partnerships for Prevention Research Group, comprised of nine partners with funding from the Prevention Research Center Program Office at the Centers for Disease Control and Prevention (CDC) through a cooperative agreement with the Association of Schools of Public Health.

<http://www.cbprcurriculum.info/>

Mobilizing for Action through Planning and Partnerships (MAPP)

Phase 1 of the MAPP Process is “Organize for Success,” and has information and resources on how to engage communities. Resources such as participants’ role matrix and facilitators’ role are posted. Phase 3 of this program is focused on assessment. Section 1 of phase 3 is a tool for community assessment and how to engage a community. Can be used step-by-step directly on the website or it can be downloaded as a pdf file.

<http://www.naccho.org/topics/infrastructure/mapp/phase1.cfm>

<http://www.naccho.org/topics/infrastructure/mapp/Phase3CTSA.cfm>

Obesity Prevention Coordinator's Social Marketing Handbook

The handbook employs a social marketing framework to engage the community and to develop a program for encouraging healthy behaviors. The 89-page guide is in pdf format and contains blank worksheets that could be used in other programs.

Prevention Research Center at University of South Florida

<http://health.usf.edu/NR/rdonlyres/1F6E6B64-967D-45D1-8BC1-357EC9B3BC30/24125/ObesityPreventionCoordinatorsSocialMarketingG.pdf>

Partnership Self-Assessment Tool

This assessment was developed as a survey/tool for partnerships to self-assess their effectiveness. Coordinator Guide, Instructions for Using the Tool Offline, (including how to use the questionnaire as a pen and paper instrument and how to tabulate the results), the Tool Questionnaire, and the Tool Report are included.

Center for Advancement of Collaborative Strategies in Health at New York Academy of Medicine with funding from W.K. Kellogg Foundation

<http://www.cacsh.org/psat.html>

Principles of Community Engagement

This text provides the science base and practical guidelines for engaging the public in community decision making and action for health promotion, health protection, and disease prevention.

CDC/ATSDR Committee on Community Engagement prevention. <http://www.cdc.gov/phppo/pce>

Public Participation Program Manual

Published in 2003, the 78-page manual in pdf format has blank worksheets that are very useful. The reading is pertinent to anyone trying to engage a community in public health programs. Significant notes are highlighted in red. Unit 1 - Decision Making to involve the community; Unit 2 - Identify participants; Unit 3 - Participation Strategies, Unit 4 Communication Strategies, Unit 5 Finding resources Unit 6 Use Public Input to Evaluate the Process.

By Maroochy Shire Council, Australia

http://www.maroochy.qld.gov.au/ppp/ppp_manual.PDF

4. Collecting and Analyzing Data

AMIA 10X10

This public health training program includes a web-based component and a one-day in-person session held in conjunction with AMIA meeting. Content covers areas such as electronic and personal health records, health information exchange, standards and terminology, and health care quality and error prevention.

<http://www.amia.org>

Analysis of Data from RNAs: Rapid Needs Assessments Online Training 4

Understand how to analyze data from rapid needs assessments using Epi Info. Half-hour audio presentation. Continuing credits available. Rapid Needs Assessments are face-to-face interviews of randomly selected households in areas of affected natural disasters or other potential health and safety issues. This course builds on the Epi Info™ tutorial on Community Health Assessments focusing on asthma released in 2005 developed from funds from the CDC Assessment Initiative.

By North Carolina's Center for Public Health Preparedness

http://nccphp.sph.unc.edu/training/HEP_RNA4/certificate.php

Analytical Methods in Maternal and Child Health

Online workbook that is designed to enhance the analytic skills of Maternal/ Child Health professionals. The workbook is organized around models such as: Descriptive Epidemiology and Statistical Estimation, Using State and National Data.

<http://www.uic.edu/sph/dataskills>

Behavioral Risk Factor Surveillance System(BRFSS) Training

Has training materials to support people and organizations that conduct the Behavioral Risk Factor Surveillance System. These included users guide that covered all aspects of the BRFSS survey operations, interviewer training modules and a training resource teaches the purposes and applications of statistical methods used in interpreting BRFSS data.

CDC's National Center for Disease Prevention and Health Promotion

<http://www.cdc.gov/brfss/training/index.htm>

A Catalog of Bias in Questionnaires

This *Preventing Chronic Diseases* journal article published in 2005 lists examples of all the types of questions in a survey that could introduce information bias or selection bias.

http://www.cdc.gov/pcd/issues/2005/jan/04_0050.htm

Certificate in Field Epidemiology

The Certificate in Field Epidemiology is a 12-credit hour program of online course developed by the School of Public Health at the University of North Carolina at Chapel Hill. The curriculum addresses the core functions of outbreak investigation; surveillance systems and methods; infectious disease epidemiology; field epidemiology methods. Students will be able to register, receive materials, interact with faculty, order books, and does not require travel to the campus. There is a cost for this course.

<http://www.sph.unc.edu/nciph/fieldepi/>

Data Interpretation for Health Professionals Training Presentation

A 64-slide Powerpoint audio-narrated presentation on how to analyze and present data. Included is a discussion on numerators and denominators, at risk populations, calculation of rates and ratios, and the meaning of P values. Includes slides on presentation of data. Exercises and quizzes are included. Free of charge with login name with a valid email.

PH Learn Link, Northwest Center for Public Health Practice

http://phlearnlink.nwcphp.org/kc/main/kc_frame.asp

EpiInfo Community Health Assessment Tutorial

Developed with support from the CDC Assessment Initiative, this tutorial uses a case scenario of data from a survey in an asthma surveillance program to teach how to utilize survey design, analysis and mapping utilities in EpiInfo.

<http://www.cdc.gov/epiinfo/tutorials.htm>

Focus Group Interviewing and Health Risk Assessment

This video module provides a discussion of varied health promotion techniques such as focus group interviews, health risk assessments, and policy development. 10 of CEU/CE. 1000306 videotape \$32 for video and \$60 for the optional 10 CEUs.

Health Enhancement Solutions

<https://www.train.org/DesktopModules/eLearning/CourseDetails/CourseDetailsForm.aspx?tabid=62&CourseID=>

Focus Group Methods

A number of documents offer guidance on focus group research as it relates to health insurance coverage and access to care.

University of Minnesota at Duluth

<http://www.shadac.umn.edu/shadac/survey/focusgroups.html>

From Evidence to Practice: Using a Systemic Approach to Addressing Disparities in Birth Outcomes

Online course that simulates a virtual community and engages users in navigating the evidence-based decision making process, emphasis on criteria for using evidence-based approach. Illustrates the use of the “fishbone” technique for clarifying contributing factors to a problem.

CDC Assessment Initiative and Pregnancy Risk Assessment for Monitoring Surveillance (PRAMS) funding by the New York State Department of Health with partners

<http://www.ebph.org>

Guidelines for Working with Small Numbers

These guidelines address data collection, working with small numbers, using rates for public health assessment, selection of population denominators, using racial and ethnic groups in data analysis, and using rural-urban classifications. The information is meant for professionals with basic knowledge of epidemiology and biostatistics.

Washington State Department of Health

<http://www.doh.wa.gov/Data/Guidelines/SmallNumbers.htm>

Healthcare Database Course

Developed by George Mason University, this course introduces students to the design of health and medical databases and provides hands-on experience with using such databases. It explores uses of medical record systems and includes review and analysis of databases and database management systems. It also examines application of databases to clinical and managerial transaction.

<http://gunston.gmu.edu/healthscience/709/Default.asp>

Health Data Integration Course

Developed by George Mason University, this course teaches students to manipulate large databases. Students learn to create link table queries; write SQL application programs; understand sources of data conflicts; identify methods of integrating ODBC databases with legacy data; learn concepts of data warehousing; and learn methods of analysis of large databases, including Bayesian belief networks and machine learning in the health care context.

<http://gunston.gmu.edu/healthscience/720/default.asp>

Measuring Health Disparities

Developed by the Michigan Public Health Training Center, this two-part course is available in CD Rom/Downloadable computer file (PC compatible) formats. The course focuses on how to understand and define health disparities, how to measure health disparities, including some of the common issues faced when doing so and the advantages and disadvantages of health disparity measures. The course discusses how best to use different measures to communicate and evaluate health disparity in different communities.

https://practice.sph.umich.edu/mphtc/site.php?module=courses_one_online_course&id=247

Methods in Biostatistics I and Methods in Biostatistics II

Developed at the Johns Hopkins Bloomberg School of Public Health, this self-study course helps develop fundamental concepts in applied probability, exploratory data analysis, and statistical inference. They focus on probability and analysis of one and two samples. The topics covered in these courses include: discrete and continuous probability models; expectation and variance; central limit theorem; inference, including hypothesis testing and confidence for means; maximum likelihood estimation; sample size determinations; elementary non-parametric methods; graphical displays; and data transformations.

Link for Methods in Biostatistics I:

<http://ocw.jhsph.edu/courses/MethodsInBiostatisticsI/>

Link for Methods in Biostatistics II:

<http://ocw.jhsph.edu/courses/methodsinbiostatisticsii/>

National Association of Health Data Organizations' Assessment Initiative Training and Technical Assistance Resources

Lists links to courses and educational materials, technical assistance sites, reports and guidelines, data sources, and software for analytic needs of the Public Health workforce.
<http://www.nahdo.org/PublicHealthResources/CDCAssessmentInitiativeWorkforceDevelopment/tabid/64/Default.aspx>

<http://www.nahdo.org/PublicHealthResources/CDCAssessmentInitiativeWorkforceDevelopment/tabid/64/Default.aspx>

National Association for Public Health Statistics and Information Systems (NAPHSIS) Training Resources - Vital and Health Statistics Courses

Lists online courses on the topics of statistical analysis, epidemiologic methods, data management etc., offered by public health schools, non-profit entities, and federal and state agencies

<http://www.naphsis.org/index.asp?bid=1161>

Overcoming Challenges with Community Health Assessments: MAPP

A webcast from 2008 can be easily accessed by submitting a valid email address. It includes a Powerpoint presentation by two public health professionals on using MAPP process for this topic, 1.5 hours long. There is an extensive discussion on collecting primary and secondary data and how to use data. A discussion on pros and cons for BRFSS, and short discussion on presentation of data.

National Association of County and City Health Officials (NACCHO)

<http://webcasts.naccho.org/series.php?id=136>

Project Tool Kits, Western Tribal Diabetes Project Status Report Tool Kit

This comprehensive toolkit provides blank worksheet and Excel spreadsheets for entering data for diabetes studies. Instructions are included.

Northwest Portland Area Indian Health Board(NPAIHB)

http://www.npaihb.org/resources/project_toolkits/

Public Health Data: Our Silent Partner

Developed by the National Center for Health Statistics, this self-study course, based on a video tape and workbook, aims to help public health professionals to better understand and use data. Supplemental handouts on age-adjustment of rates and confidence intervals are available at <http://www.albany.edu/sph/data/>

This resource developed by Dr. Edward C. Waltz, Associate Professor, University at Albany School of Public Health. *"Measuring the Impact of a Public Health Data Training Program", an article in the Journal of Public Health Management and Practice (July 2002, 8(4), 54-62)* describes the impact of this training in New York State and suggests ways to increase the value of the training.

University at Albany School of Public Health

Public Health Information and Data

A Training Manual for librarians and trainers about information access and management.
<http://phpartners.org/phpmanual.html>

Statistical Reasoning in Public Health I

Developed by John McGready, Johns Hopkins Bloomberg School of Public Health, this online self-study course, introduces selected topics in biostatistical concepts and reasoning through pdf version of slides used during lectures, exercises, and bulletin board discussions. It represents an introduction to the field and provides a survey of data and data types. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types.
<http://ocw.jhsph.edu/courses/StatisticalReasoning1/>

Statistical Reasoning in Public Health II

The course builds on the material in Statistical Reasoning in Public Health I, extending the statistical procedures discussed in that course to the multivariate realm, via multiple regression methods. New topics, such as methods for clinical diagnostic testing, and univariate, bivariate, and multivariate techniques for survival analysis will also be covered. These topics will be reinforced with many "real-life" examples drawn from recent biomedical literature.
<http://ocw.jhsph.edu/courses/StatisticalReasoning2/>

Supercourse

Epidemiology, the Internet and Global Health, University of Public Health a global repository of lectures on public health and prevention. The target audience is educators around the world. This site has a network of more than 43,000 scientists in 175 countries who are sharing a free library of 3418 lectures in 26 languages.
University of Pittsburgh
<http://www.pitt.edu/~super1/>

Using Data Effectively: Fundamentals for Policy Planners

This site offers participants a working understanding of well-being indicators, skills to identify secondary data sources and effectively critique the quality of those data; explore indicator data for program and policy planning purposes; appropriately interpret and communicate indicator data to diverse audiences; and use data to set priorities and set standards for policy and program planning. It is made available through a grant from CDC Assessment Initiative, NYS Council on Children and Families, NYSDOH and NYS State Office of Children and Families at NYS Council on Children and Families, 52 Washington St., Room 256, Rensselaer, NY 12144 or
Email phinfo@health.state.ny.us

5. Presenting Data

The Basics of Social Marketing: How to Use Social Marketing to Change Behaviors: Turning Point

This document focuses on how to use marketing campaigns to elicit community engagement and behavioral changes to promote public health. This document is free and is easy to read. Many worksheets are included to assist with the development of a marketing campaign. A case study of an outbreak of *Yersinia enterocolita* associated with the preparation of chitterlings in the Southeastern US. Will help readers see the application of surveillance data in the design of the program and its evaluation. Both process and program evaluation are covered briefly.

The Turning Point Initiative

<http://www.turningpointprogram.org/toolkit/content/tools.htm>

CDCynergy

This is a multimedia CD-ROM used for planning, managing, and evaluating public health communication programs. It can be used to guide and assist users in designing health communication interventions within a public health framework. CDCynergy has been adapted for use by public health professionals on a national, state, and/or local level. The [Society of Public Health Educators](http://www.sophe.org/content/cdcynergy_faq.asp) (SOPHE) distributes the disk as part of their [training](http://www.sophe.org/content/cdcynergy_faq.asp) (http://www.sophe.org/content/cdcynergy_faq.asp) of the CDCynergy Basic Edition. Copies of the CD-ROM can be purchased through the [Public Health Foundation](http://bookstore.phf.org/product_info.php?products_id=308) (http://bookstore.phf.org/product_info.php?products_id=308).

<http://www.cdc.gov/healthmarketing/cdcynergy/>

A Guide for Public Health Agencies Developing, Adopting, or Purchasing Interactive Web-based Data Dissemination Systems

A practical tool for public health agencies to use in developing, adopting, or purchasing new queryable Web-based data systems, or enhancing existing systems. This document provides a consolidated list of processes, standards, and checklists resulting from work accomplished through a 3-year evaluation project.

<http://www.cdc.gov/ncphi/disss/nndss/asb/orcmacro.htm>

Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum

Through seven units, explores the practice of Community Based Participatory Research as an approach for improving health. Unit 6 (Disemminating the Results) gives goals for presenting research, but limited methodology. Developed in 2006 by The Examining Community-Institutional Partnerships for Prevention Research Group, comprised of nine partners with funding from the Prevention Research Center Program Office at the Centers for Disease Control and Prevention (CDC) through a cooperative agreement with the Association of Schools of Public Health. <http://www.cbprcurriculum.info>

Data Interpretation for Health Professionals Curriculum

This is a Powerpoint presentation of 64 slides with audio narration; slides 50 to 64 deal with presenting data accurately and effectively. Module is self-paced and contains

exercises and quizzes. Includes links to other sites. Offered for CEUs from various agencies.

Northwest Center for Public Health Practice

http://phlearnlink.nwcphp.org/kc/main/kc_frame.asp

Guidelines for Effective Data Presentations

The guide has four sections. It offers practical techniques on how to organize and deliver effective presentations and organize a successful data dissemination seminar. The guide also contains two appendices with sample slides and reference material for preparing presentations in PowerPoint. Appendix has basic information on how to use PowerPoint. There is a side-by-side comparison of slides that are well developed with those that are not.

http://www.prb.org/Content/NavigationMenu/PRB/PRB_Library/Guidelines_for_Effective_Data_Presentations/Guidelines_for_Effective_Data_Presentations.htm

Non-profit Good Practice Guide

The site has a compilation of links on using technology to communicate with public and other agencies. Guides focus on developing web sites and blogs, video-conferencing. By the Johnson Center at Grand Valley State University (Michigan), The Herbert H. and Grace A. Dow Foundation:Non-Profit Leadership Institute.

<http://www.npgoodpractice.org/Search/Default.aspx?searchtype=keywords&topicareaid=12>

Organizing data in tables and charts: Criteria for effective presentation

Part of the Supercourse, and developed at the University of Pittsburgh / Rutgers University, the course acknowledges that researchers must organize data in tables and charts for a variety of reasons, ranging from presenting results for a statistical analysis, to describing trends or differences across groups, to reporting health data from public use data sets for other researchers to use in their own analysis. This tutorial describes a set of principles for effectively organizing data to suit the particular task at hand.

Presenting Public Health Data – Two Parts

Webcast demonstrates effective ways to present health data. Each part is 30 minutes - autostart web-streaming. Part 1- general concepts, Part 2- color, font size, graphs. User can expect to learn primary types of data display, appropriate uses of tables and charts, scale of x and y axes.

California Distance Learning Center, Public Health Cafe

http://cdlhn.com/default_p.cfm?sku=HUM_070104_1015&type=phc&CFID=1662773&CFTOKEN=34122202

STATS, or Statistics Assessment Service

The mission is to improve the quality of scientific and statistical information in public discourse and to act as a resource for journalists and policy makers on scientific issues and controversies. The Frequently Asked Questions section has explanations for

questions like “What is the margin of error in a poll?” and “What does it mean for a result to be statistically significant?”

George Mason University

<http://stats.org/faq.htm>

6. Setting Health Priorities

Assessing Oral Health Needs – Association of State and Territorial Dental Directors Seven-Step Process

Created in 2003 to make needs assessment simple and more manageable from a dental health perspective. This step-by-step guide can be adapted to specific community resources and objectives. Step 6 has a health problems prioritization matrix.

http://www.astdd.org/index.php?template=seven_steps.html

Centers for Disease Control, Developing Process Evaluation Questions

A two-page brief published in 2004 in pdf format lists questions to be asked during a process evaluation. <http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief4.pdf>

Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum

Unit 2 illustrates two exercises to demonstrate different approaches to prioritization, and Unit 7 provides information on process evaluation along with sustainability.. This guide was developed in 2006 by The Examining Community-Institutional Partnerships for Prevention Research Group, comprised of nine partners with funding from the Prevention Research Center Program Office at the Centers for Disease Control and Prevention (CDC) through a cooperative agreement with the Association of Schools of Public Health.

<http://www.cbprcurriculum.info/>

Evidence Based Chronic Disease Prevention - A Seminar For Public Health Professionals

The course is comprised of eight integrated modules which can be downloaded and viewed in PowerPoint. It focuses on explaining evidence-based principles and systematic approaches in contemporary public health practice and chronic disease prevention.

University of Illinois Prevention Research Center

http://www.uic.edu/depts/ovcr/hrpc/iprc/training_tools.htm

Healthy People 2010 Setting Priorities Toolkit

One of the sections from the toolkit uses examples from Maryland State Department of Health's 2010 initiative. It presents data from epidemiological studies into a format used to set priorities to meet the goals of Healthy People 2010.

<http://www.healthypeople.gov/state/toolkit/priorities.htm>

Priority Setting Resources, Selected Background Information and Techniques

This 15 page pdf format document summarizes priority setting approaches.

Cornell Cooperative Extension

http://staff.cce.cornell.edu/administration/program/documents/priority_setting_tools.pdf

Priorities Missouri Information for Community Assessment (MICA):

Priorities MICA is a tool used to prioritize from a list of diseases or risk factors available in the application. The diseases/risk factors are based upon the Missouri Department of Health and Senior Services (DHSS) strategic plan, Healthy People 2010 and available data. Funding agencies can use the Priority MICA to determine priority areas for funding in an area or a community can use the Priority MICA as part of a community assessment process. The Priority MICA is meant only as a tool. It should be used along with other information that is available in a community.

<http://www.dhss.mo.gov/PriorityMICA/>

Setting Health Priorities

This course is designed to teach public health professionals how to set community health priorities. A simulation engages the learner in the role of a local health planner for a county health department. The simulation begins when a local health officer asks the learner to analyze last year's mortality data in order to prioritize health concerns for the following year. The learner proceeds through various tutorials and readings about related topics and then attends a simulated meeting with local community health members to set health priorities for the community. The cost is \$26.

Rollins School of Public Health: Emory University, The Division of Media Training and Services Public Health Practice Office, CDC, Association of Schools of Public Health

http://bookstore.phf.org/product_info.php?products_id=122&osCsid=qeg3gosqdf51nks6vj3njv9um5

Sowing the Seeds: Program Evaluation That Works for You

This is a Powerpoint presentation that includes material on setting process objectives and goals, and conducting an evaluation.

Johns Hopkins Bloomberg School of Public Health 2003

<http://commprojects.jhsph.edu/communications/centers/23/Sowing%20the%20Seeds%20training%20module%2004-06-06.ppt>.

Also available is a companion 27-page booklet at

<http://commprojects.jhsph.edu/communications/centers/23/Sowing%20the%20Seeds%20Booklet.pdf>

7. Clarifying the Issue, Setting Goals and Objectives

Building on Community Health Assessments

A one-day training course offered in 2002 in New York State focusing on prioritization, clarification, goal/objective setting, and incorporating evidence-based practices offered five times under sub-contract with Cornell University in collaboration with their Center for Excellence. Course materials may be requested by contacting

phiginfo@health.state.ny.us Adapted from various sources by the New York State Development of Health with funding support from the CDC Assessment Initiative.

From Evidence to Practice: Using a Systemic Approach to Addressing Disparities in Birth Outcomes

Online course that simulates a virtual community and engages users in navigating the evidence-based decision making process, emphasis on criteria for using evidence-based approach. Illustrates the use of the “fishbone” technique for clarifying contributing factors to a problem.

CDC Assessment Initiative and Pregnancy Risk Assessment for Monitoring Surveillance (PRAMS) funding by the New York State Department of Health with partners.

<http://www.ebph.org>

8. Choosing the strategy/interventions

From Evidence to Practice: Using a Systemic Approach to Addressing Disparities in Birth Outcomes

Online course developed with CDC Assessment Initiative and Pregnancy Risk Assessment for Monitoring Surveillance (PRAMS) funding by the New York State Department of Health with partners. It simulates a virtual community and engages users in navigating the evidence-based decision making process, emphasis on criteria for using evidence-based approach. While the scenario of birth outcomes is used in this course, the process could be applied to any public health issue.

<http://www.ebph.org>

Intervention Missouri Information for Community Assessment (MICA)

Intervention MICA is an interactive, evidence-based public health intervention planning tool. Provides resources for intervention design, implementation and evaluation.

State of Missouri Department of Health and Human Services

[http://www.dhss.mo.gov/InterventionMICA/index\(iframe\).html](http://www.dhss.mo.gov/InterventionMICA/index(iframe).html)

9. Writing the Community Health Assessment Document

Owl at Purdue University

Has information on how to assess your audience, write academic reports, and reference formats such as APA and MLA.

Purdue University

<http://owl.english.purdue.edu/owl/resource/681/01/>

Proposal Writing

Developed by the Foundation Center, the short course is free, while the comprehensive course is available for \$ 189.95 for 12 months of unlimited online access. The courses include sections on: Introduction and Course; Components of Proposals; Executive Summary; The Statement of Need; Project Description; The Budget; Organizational Information; The Proposal’s conclusion; Packaging the Proposal; and Other Formats and variations. The Comprehensive Course also includes ten detailed sections, case studies, interactive exercises, and four exams.

Proposal Writing Short Course

<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

Proposal Writing: The Comprehensive Course

http://foundationcenter.org/marketplace/catalog/product_online_training.jhtml?id=prod1150001

Publish, Not Perish: The Art and Craft of Publishing in Scientific Journals

This is a web-based multi-module tutorial on how to prepare a manuscript for publication. A description of types of audiences, why write and the how to's are included. One model on polishing your draft is also present. Although geared towards academics, this site has many useful features for those involved in publishing the results of their public health initiatives.

University of Colorado

<http://www.publishnotperish.org/>

STROBE- Strengthening the Reporting of Observational studies in Epidemiology

Has checklists for writing cohort, case-control, and cross-sectional studies. A list of journals who are in support of the STROBE initiative is also included. Articles about STROBE have been published in many prominent journals.

STROBE stands for STrengthening the Reporting of OBservational studies is a collaborative initiative.

<http://www.strobe-statement.org/Checklist.html>

Uniform Requirement for Manuscripts Submitted to Biomedical Journals: Writing and Editing for Biomedical Journals

This website contains multiple resources related to writing journal articles. The section on manuscript preparation contains tips on writing a manuscript for publication.

International Committee for Medical Journal Editors

<http://www.icmje.org/>

Writing a Disaster Plan: A Guide for Health Departments

This 103-page guidebook in pdf format is a tool to assist state and local public health departments to write an all-hazards disaster plan. This guidebook walks-through the development of a comprehensive all-hazards disaster plan including the essential components necessary in the event of an emergency situation or disaster.

UCLA Center for Public Health and Disasters

<http://www.cphd.ucla.edu/resources.html>

10. Evaluating, Managing Performance, and Quality Improvement

CDC Evaluation Working Group Resources

Listing of “step-by-step” manuals for evaluation from a variety of organizations.

<http://www.cdc.gov/eval/resources.htm#manuals>

CDC Framework for Evaluation

This is a non-prescriptive tool designed to summarize and organize essential elements of program evaluation. The framework comprises **steps** in program evaluation practice and **standards** for effective program evaluation.

<http://www.cdc.gov/eval/framework.htm>

Child Health Care Quality Tool Box: Measuring Quality in Children's Health Programs

Web-based resources that provides concepts, tips and tools for evaluating quality of health care for children. The resource can help answer questions related to how can you tell whether children are receiving quality health care?; How does one know when a health program is functioning effectively?; Where can one find tools to help answer these questions?; If the right tool is not available, how can you develop a new tool?

Agency for Healthcare Research and Quality

<http://www.ahrq.gov/chttoolbx/>

Evaluating Public Health Programs

This course was created by the Illinois Public Health Preparedness Center and is part of the Program Development & Evaluation (PH 440) course series. These courses can be taken separately and in any sequence desired. The overall PH 440 series emphasizes practical perspectives on health planning, program development, and evaluation of public health programs. Emphasis is on the processes of assessing, planning, developing, budgeting, implementing, and evaluating public health programs. Estimated to take 3-5 hours, 1 CEU. One-time registration required.

<http://www.publichealthlearning.com/Public/Catalog/Description.aspx?u=kM6WW0gCRpIKz%2fmM17tkhs8mrHJ%2bjK%2ffAMcE7SDZyvahnMhUfgvNbb0cLBhqCGHIMSTrzErHuQU%3d>

Evaluation of Web-based Data Query Systems

The Centers for Disease Control and Prevention (CDC), through a contract with ORC Macro, Inc., undertook a three-year evaluation of current public health agency Web-based data dissemination systems and practices. The products of this evaluation are intended to assist public health agencies plan for the development, adoption, or purchase of interactive Web-based data dissemination systems by identifying current best practices for disseminating information on the Web.

<http://www.cdc.gov/epo/dphsi/asb/orcmacro.htm>

Evaluation Resources

Evaluation resources and workbooks on a wide range of topics from simple to “four components of outcome objectives” to “health communication evaluation card games and instructions” to “survey design” to topic specific tools related to falls, fire prevention, tobacco free homes and asthma pre-/post- evaluation survey.

The Health Communication Unit, Centre for Health Promotion at the University of Toronto

http://www.thcu.ca/infoandresources/resource_display.cfm?res_topicID=5

Evaluation Tools and Resources

The James Irvine Foundation has a listing evaluation tools and resources

<http://www.irvine.org/evaluation/resources.shtml>

Evidence Based Chronic Disease Prevention

In this guide, Modules 7 and 8 cover program evaluation and development of logic models. It includes Powerpoint presentations, and is free and easy to read. Presentation on evaluation covers process and formative evaluations.

Illinois Prevention Research Center

http://www.uic.edu/depts/ovcr/hrpc/iprc/training_tools.htm

A Guide to Developing and Using Performance Measures in Results-Based Budgeting

This is intended as a guide for taking steps to hold children's project initiatives accountable for their performance by meeting reasonable targets while maintaining a focus on overall desired results. Characteristics of an effective performance measurement system are presented, along with examples of state and local performance measurement systems. Also discussed is a four-quadrant approach for developing performance measures that are useful, quantifiable, and that fit into a more broad performance measurement framework. The report stresses the crucial distinction between two types of accountability, accountability for results and that for performance.

<http://www.financeproject.org/Publications/measures.html>

Healthy Communities Tool Kit

This 89 page guide in pdf is a great resource for evaluating a community for several indicators of healthy environments such as walkability and clean indoor air. It contains sample worksheets to be used in the assessment.

Michigan State Department of Health

<http://www.mihealthtools.org/smokefree/default.asp?tab=Resources>

Introduction to Process Evaluation in Tobacco Use Prevention and Control

This CDC guide in pdf format was developed to assist program evaluators make their tobacco cessation programs more effective. Concerns such as not enough participants in the program or retention rates are too low are addressed. Worksheets and case studies are presented as well.

Centers for Disease Control and Prevention

http://www.cdc.gov/tobacco/tobacco_control_programs/surveillance_evaluation/process_evaluation/index.htm

Logic Model Builder and Evaluation Plan Builder

Innovation Network provides program planning and evaluation consulting, workshop-based training and online tools to nonprofits and funders. Tools available online are (1)

Organizational Assessment Tool: a self-assessment survey and reporting tool that provides nonprofit leaders and stakeholders with a snapshot of organizational strengths and areas for improvement; (2) Logic Model Builder: a step by step guide for articulating and connecting organizational or program goals, resources, activities, outputs, and outcomes; and (3) Evaluation Plan Builder: transfer key data from the Logic Model Builder and moves from goal-setting to identification of evaluation questions, indicators, and data collection strategies for evaluating program outcomes and implementation. . Tools are free, and a one-time registration is required.

http://www.innonet.org/?section_id=64&content_id=185:

Logic Models Resources

Compiled by the CDC Evaluation Working Group, this is a listing of manuals, guides and resources for practitioners who want to use the logic model.

<http://www.cdc.gov/eval/resources.htm#logic%20model>

Measuring the Community Connection: A Strategy Checklist for Leaders

Developed for leaders in hospitals to use when evaluating stakeholders in a community assessment. Blank checklists are included.

American Hospital Association

<http://www.caringforcommunities.org/caringforcommunities/resources/index.html>

Performance Management and Quality Improvement Resources

The Public Health Foundation has compiled tools developed by the Turning Point's Performance Management National Excellence Collaborative (PMC), as well as tools specifically for public health, other evidence-based resources and general quality improvement tools to help you manage your organization's performance.

Public Health Foundation and Turning Point

http://www.phf.org/infrastructure/phfpage.php?page_id=55&pp_id=52

Program Evaluation in Environmental Health

The course is meant for public health professionals, including program managers, directors, coordinators, and practitioners, who have responsibility for implementing environmental health programs. The HTML-based online module has Flash-based interactive exercises and a final quiz. This module should take 60-90 minutes to complete, but may require up to 3-4 hours. The National Environmental Health Association (NEHA) has approved this module for one contact hour of continuing education credit.

Northwest Center for Public Health Practice at the University of Washington School of Public Health and Community Medicine

<http://www.nwcphp.org/training/courses-exercises/courses/program-evaluation-details>

TB Program Evaluation Handbook

This 35-page handbook in pdf format offers an introduction to program evaluation that has been tailored for staff of state and local tuberculosis (TB) programs in the United States. It is designed to take a person with little or no knowledge or skills in evaluation

through the process with TB-specific examples. This handbook is designed to complement the general CDC Introduction to Program Evaluation for Public Health Programs¹ manual (available at www.cdc.gov/eval). Users who desire to learn more about program evaluation are encouraged to refer to that manual which also includes a glossary and additional program evaluation resources.

Centers for Disease Control and Prevention

<http://www.findtbresources.org/scripts/index.cfm>

Wading Through the Data Swamp

Developed by SAMHSA, an intermediate-level online tutorial uses a case-study approach to demonstrate how to use evaluation data and how to work more effectively with your evaluator. Participants are given a variety of tools and a complete data set from a hypothetical evaluation. Health educators and social workers can earn continuing education credits for health educators and social workers on completion of course.

http://pathwayscourses.samhsa.gov/eval201/eval201_intro_pg1.htm

11. Sustaining the Community Health Assessment Process

Building Sustainable Non-Profits

The Waterloo Region Experience: The Social Planning Council partnered with the Centre for Research and Education in Human Services in Ontario, Canada to develop a Non-Profit Sustainability Manual. This 98-page resource guide available in pdf format includes practical suggestions for improving the sustainability of programs. Stories on local sustainability projects have been collected to help us learn about sustainability and help guide the development of this new resource tool. Link to listing:

<http://www.socialplanningcouncil-cnd.org/publicationdate.shtml#2005>

Link to publication: http://www.socialplanningcouncil-cnd.org/pdfs/sustainability_final.pdf

Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum

Through seven units, explores the practice of Community Based Participatory Research as an approach for improving health. Unit 7 has information on process evaluation as well as sustainability. Developed in 1006 by The Examining Community-Institutional Partnerships for Prevention Research Group, comprised of nine partners with funding from the Prevention Research Center Program Office at the Centers for Disease Control and Prevention (CDC) through a cooperative agreement with the Association of Schools of Public Health.

<http://www.cbprcurriculum.info/Community>

Evaluation's Role in Supporting Initiative Sustainability

Harvard Family Research Project presents theory and logic models for integrating sustainability throughout an initiative. Lists five essential conditions of sustainable communities. Also presents "Twelve Ways to Build Sustainability into Strategy: Operationalization of Sustainability."

<http://www.hfrp.org/evaluation/publications-resources/evaluation-s-role-in-supporting-initiative-sustainability>

Sustainability Tool Kit

This tool kit has two tools: Tool 1 evaluates the sustainability process and Tool 2 the sustainability level of a program or a project. Sustainability process refers to the processes that allow for the continuation of effects and activities relating to programs and projects. This process begins with the first events that outline a program or a project (e.g., planning and implementation). The sustainability level refers to a 'snapshot' of the sustainability process at a certain moment in time. The presence of organizational routines makes it possible to evaluate the sustainability level of a program.

Université de Montréal and McGill University

http://www.cacis.umontreal.ca/perennite/index_en.htm

Sustainability Toolkit – 10 Steps to Maintaining Your Community Health Improvements

The Tool kit describes a 10-step process for determining which efforts should be maintained and deciding how to successfully continue them. Workbook includes stories and examples from communities throughout the nation, sample plans, timelines and resources. Print and electronic based. Cost= \$90 + S/H.

Center for Civic Partnerships and California Wellness Association

http://www.civicpartnerships.org/docs/publications/sustainability_toolkit.htm